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ABSTRACT

This publication describes a meeting of the Association of Commonwealth Universities (ACU) and the Commonwealth Higher Education Support Scheme (CHESS) to design an agenda to facilitate the advancement of women administrators in Commonwealth universities, to further use of their skills in contributing to university development, and to increasing the number of women in senior management. The meeting description includes sections on the establishment and background issues for ACU and CHESS, description of the program's purpose, guidelines, targets, and recommended activities, review of funding sources, and discussion of ACU and CHESS's role. Appendixes list the Steering Committee members, present correspondence, and include five background papers: "ACU-CHESS Programme on Management Development for Senior Women Administrators: A Contribution to Discussion" (Jennifer Barnes); "Women Managers in Higher Education: Training Requirements and Priority Areas for Action" (Elizabeth Dines); "Women Managers in Higher Education: A Perspective from Pakistan" (Iftikhar N. Hassan); "Women Managers in Higher Education: Purpose and Objectives of the ACU-CHESS Women's Programme Steering Committee" (Oluremi Oyewole); and "Women Managers in Higher Education: A Caribbean Perspective" (Gwendoline Williams). (JB)

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Women managers in higher education

Summary report of the ACU–CHESS Steering Committee Meeting

London 25–27 May 1993

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Summary report of the ACU–CHESS Steering Committee Meeting

London 25–27 May 1993

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Women Managers in Higher Education

Background

The ACU–CHESS Women Managers in Higher Education Programme derives from the concern of the Association of Commonwealth Universities (ACU) and the Commonwealth Secretariat about the under-representation of women at senior levels throughout universities and other higher education institutions across the world. The need for activities focused on enhancing management skills of women administrators in higher education has been expressed in various fora. It has been the subject of institutional requests; it has been the focus of recommendations of previous workshops in this field; and it clearly accords with the recommendations of Commonwealth Ministers responsible for women's affairs that Secretariat Divisions should take a pro-active role in incorporating women's careers in mainstream programmes as well as supporting projects specifically for women.

The ACU has, since 1985, organised five management training courses for women university managers, both academics and administrators, in several Commonwealth regions, to facilitate the progress of women into senior management positions in universities. The ACU workshops took place in Bombay (1986 and 1988), Jamaica (1990), Botswana (1991), and The Gambia (1992). Funding was initially obtained from CIDA, but subsequently other agencies have become involved (the British Council, UNESCO, ODA, the Rockefeller Foundation, the German Foundation for International Development). In total, more than 140 women from over 50 universities have been given management training. With support from AIDAB, the Commonwealth Secretariat's Fellowships and Training Programme funded an Asia-Pacific regional workshop with the assistance of the Education Programme and the Management Development Programme in Malaysia in June 1991.

The initiatives started by the ACU and the Secretariat received support through the mandate derived from the Commonwealth Standing Committee on Student Mobility and Higher Education Co-operation when, in June 1989, it proposed the creation of the Commonwealth Higher Education Support Scheme (CHESS). The report of the CHESS Expert Group in 1990, *CHESS: Strengthening Capacity for Sustainable Development,* recommended that efforts should be concentrated in three areas identified as critical to the improvement of higher education quality:

- books, materials and libraries

- strengthened management in institutions and systems of higher education
- staff development programmes.

The Expert Group also identified a number of pilot projects on which work was to commence as soon as possible. Training for women academics and administrators was identified as a priority area as it addressed two of the three focal areas of CHESS. It was proposed that the Commonwealth Secretariat and the ACU, in collaboration with the Commonwealth of Learning and other interested agencies, should work together in the future, pooling their resources to produce a co-ordinated programme of activities operated through a network of interested professionals and institutions.

The CHESS Planning Meeting, which was held in June 1991, supported in principal the concept of a co-ordinated plan of action for the training of senior women administrators. The offer by the ACU to be the co-ordinating and implementing agency for this CHESS activity was accepted with enthusiasm.

Following that meeting, the ACU and the Commonwealth Secretariat arranged for a meeting of senior women academics and expert trainers of women managers to chart a programme for Commonwealth women managers in higher education. This meeting took place on 4 and 5 November 1991 at 2 Carlton Gardens with Professor Lydia Makhubu in the Chair.

The November meeting brought women academics and administrators from throughout the Commonwealth; women who had been involved with training activities delivered by either the ACU or the Commonwealth Secretariat, and representatives of the ACU, the Secretariat, the British Council and the World Bank. The meeting agreed an initial programme of action which included:

i The establishment of a steering group of women from regions in the Commonwealth.

ii The establishment within the ACU of a small secretariat with the addition of support from the Commonwealth Secretariat to serve the committee and co-ordinate activities.

In order to maintain the momentum of the regional workshop programme, it was agreed that the following activities be undertaken:

i Training workshops should be conducted in the South Pacific and West Africa to bring these areas to the common baseline.

ii A database should be developed to include relevant information such as:
   - details of appropriate training activities within constituent regions
   - information on donor agencies
   - statistical profiles of institutions
   - examples of best practice in terms of institutional recruitment, training and promotion of women.

iii The establishment and encouragement of women's networks at institutional, national and regional levels.

iv The identification of key women who could act as role models and providers of training within universities.

v The fostering of institutional links and agency co-operation to build up a corpus of expertise.

vi The compilation and dissemination of training and bibliographic materials.

ACU–CHESS Steering Committee

The ACU accepted the November meeting's recommendation for the establishment of a steering committee of senior women from different regions of the Commonwealth. The ACU–CHESS Steering Committee met in London from 25 to 27 May 1993. A list of Committee members is attached (Appendix A). Professor Lydia Makhubu, Vice-Chancellor of the University of Swaziland, formerly Chairman of the ACU Council and a founder member of the ACU's Working Group for this programme, presided; Ms Oluremi Oyewole (University of Lagos) acted as rapporteur.

The Committee's function can be summarised as finding the means to undertake the following activities:

i Monitor the participation of women in higher education management in the Commonwealth and arrange for periodic reviews of activities.
ii Define the needs, professional as well as institutional, which the programme should now address.
iii Advise on strategies and mechanisms for addressing needs.
iv Advise upon the scale and source of funds to sustain the programmes.

Purpose of the Women's Programme

The Committee affirmed that the purpose of the ACU–CHESS Women's Programme is to facilitate, over the next five years, the development of women in Commonwealth universities so that they can use their academic, administrative and, above all, their management skills in contributing to the institutional development of universities, thus securing a significant increase in the number of management positions women hold, as universities redefine and develop their role to face the twenty-first century.

It is intended that this overall purpose will lead to a co-ordinated programme of activities which together will facilitate the development of women, contribute to organisation development in universities, and monitor progress through qualitative and quantitative evaluation over the next five years.

Guidelines

The Committee agreed that women are still grossly under-represented at both middle and senior level management positions in universities throughout the Commonwealth. This represents an under-utilisation of human resource which is detrimental to individuals and to institutions.

At best, there is meagre and spasmodic evidence of efforts to increase the number of women in management. There is, therefore, a need for strategies and activities to be developed which in scale, scope and timing would help to foster the professional advancement of women in university affairs by increasing the number and upgrading the status of women in university management in the next five years, and enabling them to make a proper contribution to university development.

Short-term and long-term aims should be pursued simultaneously and in an integrated plan which, while addressing the problem from an agreed viewpoint, should accommodate the diversity to be found in the levels of awareness and

stages of development of activities in different regions. For this reason, the Committee did not try to design specific projects for individual regions, though regional representatives are expected to forward to the ACU proposals for their regional activities.

Targets

In order to achieve the Women's Programme objectives, the Committee set up the following operational targets for the next five years:

i A significant increase in the number of women in university management.

ii The development in every university of a Charter for Women Academics and Administrators in Higher Education to legislate for equal opportunities for employment and to develop policies to improve the position of women in higher education.

iii Closer collaboration with other NGOs in bringing into effect the ACU–CHESS Women in Higher Education Programme.

iv The encouragement of networking at university, national and regional, and international levels.

v The further development of women's studies as an academic discipline to underpin and inform these aims and activities.

vi The strengthening of universities by the incorporation of women's perspectives in management.

Recommended activities

The Committee recommended a number of activities, which will all have a built-in evaluation procedure, to accomplish the targets:

i Evaluation of the impact of the training programme so far, to ensure that lessons from that evaluation are incorporated into new developments.

ii Establishment of a database to monitor the level of seniority and the number of women employed by universities over the coming five years.

iii Preparation and publication of a trainers' handbook based on the experience of the workshops so far.

iv Regular publicity for the activities of the Women's Programme through established ACU and Commonwealth Secretariat publications and by all other possible means.

v Development, through the co-operation of associates, of specific proposals for funding activities such as:

- analysis of training needs within the context of institutional development
- seminars for vice-chancellors or their nominated representatives to review the strategic development needs of their universities
- training workshops for trainers and university staff allied to strategic planning function
- regional workshops which respond to identified management and development needs.

The operational targets and strategies which were recommended are shown in Table 1.

Table 1 Summary of recommended targets and strategies

Targets	*Immediate implementation strategies*	*Future strategies*
Increase the number of women in middle and high level management positions in universities	(a) ACU to generate data on the level of women's participation in the management of universities (b) focus attention at various fora on the under-representation and under-utilisation of women in university management	(a) sensitisation workshops and seminars for vice-chancellors (b) establishment of the database (c) development of a core of training facilitators (d) preparation and dissemination of training materials (e) regional workshops and seminars based on specific functions of management
The development of a Charter for Women Academics and Administrators in Higher Education	(a) encourage efforts within universities to develop policies and practices that promote career opportunities for women	(a) evaluate the impact of stated policies on practice (b) universities to develop and sustain gender equity regulations in the selection, promotion and welfare of staff
Closer collaboration with NGOs in promoting the Women's Programme activities	(a) develop proposals for collaboration on programme activities	(a) joint sponsorship of the programme by ACU–CHESS and NGOs in areas such as research, publications, fellowship awards, development of women's studies
Encouragement of networking to share information about activities in other universities, to provide support and encouragement, and to document and disseminate tested ideas and practices. Networking could be both formal and informal, and at university, regional and international levels	(a) recognise the Steering Committee members as regional representatives (b) recognise the Steering Committee as the Standing Committee of the ACU to foster networking at international levels (c) recognise that existing regional networks are at different stages of development (d) disseminate information through established ACU and Commonwealth Secretariat channels	(a) develop inter-university linkages on research and management issues (b) develop regular newsletters and publications (c) encourage and seek funds to sustain viable inter-university linkages
The development of women's studies as an academic discipline	(a) sensitise universities to gender-related issues for research, and in all spheres of university management, urging flexibility in approach depending on regional perceptions and readiness	(a) institutionalisation of gender issues in multi-disciplinary academic disciplines (b) develop research and teaching expertise in women's studies
Strengthening of universities by the incorporation of women's perspectives in management	(a) identify contemporary issues posing challenges to the management of universities and to the development of women in coping with the challenges (b) incorporate the issues into management training programmes (c) arrange seminars for vice-chancellors to review the strategic development needs of their universities	(a) orientate the Women's Programme to incorporate university management themes, that is, developing women as well as the environment in which their training would be utilised

Review of funding sources

Sources of funding are complex and access to funds will often depend on networking between various agencies and government departments, with particular reference to national development priorities as well as priorities of the higher education sector.

The following list offers an outline review of several sources of funding:

i UNESCO would be prepared to facilitate contact between international and bilateral agencies, funds in trust and individual universities.

ii The UNDP and funds in trust: to access these funds it would be necessary to work through the local Resident Representative and to link the project to national priorities.

iii CIDA was now unresponsive and wanted immediate yield from any programme it supported, but even so new approaches would be made.

iv Commonwealth Secretariat funds were diminishing because of restructuring but funding may be found for evaluation of past workshops and, possibly, a workshop for training trainers.

v The ACU Funding Appeal for Women's Fellowships was on-going.

vi The EEC may be approached for a substantial project.

vii Private sector collaboration may be explored.

viii Asian and African Development Banks may respond to projects in line with their objectives.

ix Donor agencies which were active in enhancing the status and participation of women in education and employment, for example the Rockefeller Foundation.

x In-country resources where activities were planned.

Role of the ACU

As the implementing agency for the CHESS programme, the ACU was to establish suitable structures and procedures within the ACU to facilitate the programme. The ACU was expected to present the Committee's recommendations to its Executive Council and to the ACU Executive Heads Meeting in Swansea during August 1993 with a view to seeking approval for the ACU–CHESS Women's Programme to be adopted as a formal platform of the ACU's activities. The ACU was further charged to mount a search for resources, both within the membership and outside, to execute the recommended activities.

A letter from the Steering Committee was prepared for submission to the Special Working Group of the ACU Council (Appendix B).

Role of CHESS

The Commonwealth Secretariat will bring to bear on the programme its considerable experience gained in operationalising CHESS; such experience relates to the creation of networks of donors and developing country partners to establish projects, and the organisation of donor support groups to assist with projects of a particular institutional, national or regional nature.

The Commonwealth Secretariat will, within its limited capacity, support the programme through staff time and resources allocated to CHESS. Secretariat

staff in higher education will consult and co-operate with the ACU to promote the planned activities. Some of the activities, funds permitting, may be co-funded with the Secretariat's CHESS programme. As in the past, the Secretariat will particularly concentrate on co-funding the preparation of materials for trainers.

Status of the Committee

The Committee proposed that it be turned from a Steering Committee to a Standing Committee. It was agreed that the authority and legitimacy of the Committee derived from the ACU and that the ACU would take effective steps to achieve this.

Appreciation

The members of the Steering Committee commended the continuing interest of the ACU in the Women's Programme and expressed its appreciation to the ACU for giving them the opportunity to contribute to such a worthy enterprise.

Appendix A

ACU–CHESS Steering Committee Members 25–27 MAY 1993

Jennifer Barnes	London-based consultant in higher education; formerly Director, International Programmes, RIPA
Dr Elizabeth Dines	Academic Registrar, University of Adelaide, Australia
Dr Iftikhar Hassan	Professor, Department of Women's Education, Alama Iqbal Open University, Pakistan
Professor Lydia Makhubu	Vice-Chancellor, University of Swaziland
Oluremi Oyewole	Acting Director, Academic Planning Unit, University of Lagos, Nigeria
Gwen Williams	Department of Management Studies, University of the West Indies
Peter Hetherington	Deputy Secretary General, ACU
Teresa Anderson	Administrative Officer, Awards Division, ACU
Dr Jasbir Singh	Chief Programme Officer, Education Department, Commonwealth Secretariat
Dr Marie-Louise Kearney	Higher Education Division, UNESCO, Paris

Appendix B

Letter to the Special Working Group of the ACU Council

1 We are the members of the Standing Committee, appointed by authority of the Council of ACU. Our task is to:

i monitor the participation of women in higher education management
ii define the needs which the programme should now address
iii advise on strategies and mechanisms for addressing them and upon the scale and source of the funds necessary therefor
iv review programme activities periodically.

2.1 We welcome the recognition of ACU that women are seriously under-represented on the staff of its member universities; and commend the initiatives so far taken by ACU in its own right, and later in association with the Commonwealth Secretariat, UNESCO, CIDA and other organisations, to address one of the most important issues now facing universities in both the developed and the developing Commonwealth.

2.2 Universities everywhere are increasingly called to account by their governments and societies to demonstrate that they are responsive to the needs of those societies, and effective in the use of the resources entrusted to them. It is clear that the under-representation of women on the staff of universities, in both developed and developing countries, constitutes a serious and culpable neglect of a major and unique repository of human resource potential; this is especially and acutely true in the upper echelons of university management. Institutional and economic self-interest, and simple equity, coincide in our call for the ACU to develop yet further the steps already taken to remedy an endemic deficiency.

2.3 Obstacles to the participation of women cut across national boundaries and often resist formal legislation. In spite of some regional differences there is a disconcerting similarity in the problems facing women. A variety of strategies is required to address this broad range of problems.

3 We have considered past activities under the programme and have developed a five-year development plan to achieve a substantial increase in the numbers of women in university management. We have included activities to monitor and evaluate the progress of women in higher education management and have identified the resources required for the programme. We believe that

these activities will release the potential of a largely untapped reservoir of insight, experience and talent which member universities will welcome.

4 We think it especially opportune that this programme is now part of CHESS and we look forward to the possibility of interlinking it with the new CHESS Management Service; for we believe that the latter must give close regard to the needs of women in the Commonwealth university system and the contribution they can make to the development of their universities.

5 The ACU Women's Programme has hitherto emphasised the development of women within the university system. In our view, the development of women managers addresses a wider concern with institutional development and change which calls for the exploitation of the unique qualities which women can bring to the perception of the institutional, managerial, educational and moral problems of universities.

6 We ask the Association to endorse the activities which we have proposed to its Council; to support them collectively and promote them individually; to commend them to outside agencies with whom these concerns will resonate. Above all we ask them to affirm that both institutional self-interest and natural justice require that this be identified as a major concern and policy of ACU.

7 In this programme we solicit the active support of vice-chancellors; and as the opportunity arises the actual and active participation of some of their number in our councils. We ask the General Meeting of ACU to declare that it is a proper dedication of resource to provide for the maintenance and development of a database which will enable ACU to monitor the presence and advance of women in the management of its member universities. We ask that the ACU secretariat be mandated to pursue (by whatever means) the resource necessary to give substance to the practical recommendations which we have proposed to Council. We especially hope that time be found at the annual meetings of ACU Council and at Conferences of Executive Heads for discussion and report on this issue.

8 We welcome the proposal to seek further resource for the ACU's Endowment Fund for this programme. We believe that a collective declaration by the heads of ACU member universities will command the serious attention of prospective donor agencies, and enable us to help ACU provide a framework within which women will be enabled to play in university management, development and, above all, change, a role which befits their talents and honours their legitimate expectations.

Professor Lydia Makhubu, Vice-Chancellor, University of Swaziland (Chair)
Jennifer Barnes, Ex-Director of International Services, RIPA, London-based consultant in higher education
Dr Elizabeth Dines, Academic Registrar, University of Adelaide
Professor Dr Iftikhar Hassan, Director of Women's Studies, Alama Iqbal Open University, Pakistan
Oluremi Oyewole, Acting Director, Academic Planning Unit, University of Lagos
Gwen Williams, Lecturer, Department of Management Studies, University of the West Indies

Appendix C

Background Papers

ACU–CHESS Programme on Management Development for Senior Women Administrators: A Contribution to Discussion
Jennifer Barnes

Women Managers in Higher Education: Training Requirements and Priority Areas for Action
Elizabeth Dines

Women Managers in Higher Education: A Perspective from Pakistan
Iftikhar N Hassan

Women Managers in Higher Education: Purpose and Objectives of the ACU–CHESS Women's Programme Steering Committee
Oluremi Oyewole

Women Managers in Higher Education: A Caribbean Perspective
Gwendoline Williams

ACU–CHESS Programme on Management Development for Senior Women Administrators: A Contribution to Discussion

Jennifer Barnes

Introduction: review of past practice

1 The ACU has now organised five regional workshops, each focusing on management development, for twenty-five to thirty-five senior women administrators: two in Bombay, and one each in Jamaica, Botswana, and The Gambia. These workshops have had several elements in common which are outlined below.

2 All have been preceded by a needs analysis undertaken by women who work in the universities in the region, thus ensuring the relevance of the workshop content to the participants. The analyses, based on quantitative and qualitative data, reveal the consistent under-representation of women at senior levels in university administration and show broadly similar problems for women aspiring to senior posts.

3 Recommendations for the content of the workshops identified by the needs analyses also show broadly similar patterns and each of the workshops has incorporated a number of similar themes. The similarity of these themes suggests that women's management development needs have a consistent pattern which is common throughout the Commonwealth countries so far represented. There may be differences in emphasis but the commonality is striking.

4 There has been an initial review of the personal and professional roles of women to enable them to review their past development, the multiple roles played by women, and the way in which perceptions of others influence these roles. The process of examining personal and professional roles is liberating in its own right and has facilitated the development of management skills and concepts as women realise they can take responsibility for both their own development and that of others.

5 The review section has usually been followed by some analysis of the environmental context to which universities are subject and the diverse contributions they are expected to make to society. The external environmental analysis has been complemented by an examination of the internal workings of the university, its structure, governance and decision-making procedures.

6 Management skills and concepts have been introduced in direct response to the needs analyses and always with a gender focus. For example, policy

analysis and development, when viewed through a 'gender lens' reveal that women are often invisible as key users of public services and as contributors to policy and its delivery. Women can learn that policy analysis and development are not only important management skills, but are also the forerunners of policies to which they can make a significant contribution. Strategies for the management of change within the universities have also been included as a prelude to the development of action plans.

7 Action plans have always been seen as a significant part of the workshops. Participants have been asked, according to the nature of the needs analysis, to develop plans at individual and group level for implementation within their respective universities on their return. In order to facilitate the implementation of these plans, the ACU has always tried to generate commitment from vice-chancellors to the introduction of change, and to encourage the nomination of at least two candidates from each university so that they can support each other in bringing about change.

8 The methodology has always emphasised a participatory approach, using the experience and knowledge of participants where possible.

9 The workshops have always been able to rely on a very high level of support from the host universities, a factor which has contributed significantly to the success of the workshops.

10 The training teams have always been international, incorporating trainers from two or three regions of the Commonwealth. This practice gives a wide perspective and offers an opportunity for comparative analysis.

11 Funding has been secured from diverse funding agencies. Prior to putting together bids for further funding to secure the position of women in Commonwealth universities, it may be useful to look at:

- the strengths and weaknesses inherent in the recent patterns of workshops
- the opportunities which exist for continuation, extension or modification of the current pattern
- the threats which exist to extending support for women from the funding agencies.

In other words, a SWOT analysis.

SWOT Analysis

Strengths

12 Strengths inherent in the current pattern of provision for management development workshops include:

i The workshops are generated from the expressed needs of potential participants, gathered and analysed by university women from the region the workshop is designed to serve.

ii The universities have consistently nominated high quality candidates for participation in the workshops.

iii The ACU has, from the first, insisted on the inclusion of both academics and administrators in the workshops. This mix of participants has contributed to the increased understanding of the pressures on both groups and generated some mutual sympathy.
iv Support from host universities has always been strong.
v Training teams have always been international, drawing on the experience of participants and trainees from different regions.
vi The workshops have maintained a high level of commitment from participants who have been ready to work long hours in formal sessions, to read and prepare materials, and to spend time in core groups reviewing their learning on a regular basis.
vii Evaluations of the workshops have been positive.

Weaknesses

13 On the other hand, there are some weaknesses in the current scheme of operation:

i Funding has, for understandable reasons, been obtained for one workshop at a time, with few resources, if any, for follow-up activities. Thus the impact of the workshop may be diluted.
ii Plans for change and development are usually developed outside the mainstream of individual university plans, so there is varying commitment to change on the part of the universities.
iii Many of the participants will be undertaking change and development plans in addition to their normal professional activities, and many women already have busy timetables because of their recognised conscientiousness. Therefore, and understandably, follow-up will be variable.
iv Many of the follow-up activities are inevitably small scale and depend for future success on further funding which in turn depends on support from particular universities where other priorities may hold sway.
v Some of the women who wish to introduce change are at the periphery of the key decision-making processes.

Opportunities

14 A number of opportunities exist to be exploited under a further stage of management development for women:

i Gender is firmly on the funding agencies' agenda. Good project proposals are likely to find a favourable hearing.
ii Funding agencies increasingly recognise that sustained effort is needed to bring about change, particularly in areas related to organisational change and training. Therefore, project proposals extending over a number of years may be welcome.
iii It is also recognised that training has little long-term impact unless employers provide a supportive environment to make use of the training. Therefore, it should be possible to include funding for follow-up activities and also extend the needs analysis for women administrators to include a short meeting with vice-chancellors or other university staff to identify priorities which future projects could address. Management development for senior women could thus be linked to a wider programme of staff development in universities.

iv There now exist networks of women who have attended previous workshops. These networks could be developed to include other women in local and regional initiatives. The networks also represent a considerable resource, in terms of knowledge and expertise, which can be used in future activities.

v Many universities are now developing Departments of Women's Studies or similar units. The resources in these departments could be used as a basis for supporting new projects and research proposals.

vi There is an increasing interest in research on the culture of organisations and their responsiveness to change. This interest has potential significancé for universities as they seek to develop appropriate policies and strategies for the twenty-first century. In particular, this analysis could include an examination of the way in which gender plays a significant role in the operation of organisations and, in this case, within the complex culture of universities. Funding could be sought for a co-ordinated international programme of research.

vii There is a growing awareness among women themselves of their potential for development and of their human rights in terms of the law, employment and political voice. The ACU and Commonwealth Secretariat can give support to this growing awareness by developing a more widely-based programme.

viii The ACU and the Commonwealth Secretariat have an unrivalled network of contacts and access to information about university developments on a national and international scale, as well as contacts with a number of funding agencies. It would be possible to draw up a series of co-ordinating and complementary programmes of development to be funded by different agencies, and based on key regional universities.

ix Both the ACU and the Commonwealth Secretariat have expertise in the organisation and distribution of published materials. This facility could be exploited to support the Women's Programme.

x The ACU in particular, through the Committee of Vice-Chancellors, would be able to encourage the development of gender-disaggregated statistics and to publish key statistical information in support of women.

Threats

15 Opportunities outweigh the threats which stem largely from the potential impact of large political issues. Threats:

i There is some danger of a male backlash. Male dominance may re-assert itself and women's issues could be side-lined. While this possibility is unlikely, at least overtly, the style of presentation of proposals will be important.

ii Funding agencies may have to divert more money towards coping with crises of poverty, deprivation, environmental pollution, the growing number of refugees and recurring health problems such as tuberculosis and malaria.

iii Universities in some areas are desperately under-resourced and may not see women's issues as a high priority.

iv Some campuses are subject to violent disturbances which are endemic rather than occasional.

v In many areas of the world, fundamentalism of various kinds is gaining a

stronger foothold. Invariably, fundamentalism is inimical to the support of women.

16 These threats exist as potential difficulties for all development projects. Our main concern should be to develop proposals which can take root in fertile ground and have the potential to grow, blossom and become fruitful. If we deliberately choose to work in areas of the world which have specific problems, then the strategy and the funding should reflect an awareness of the issues to be faced.

Justification for continued funding for a women's programme in management

17 Many women do not fully realise the extent to which they are discriminated against. Gender consciousness which is fostered through interaction with other women can be a source of power, and participants appreciate the support of other course members and trainers as they find their voice.

18 The conceptual content of a management course for women may be similar to that of any management course for a mixed group but the interpretation given to concepts in an all-women group may have a different emphasis when examined from a gender perspective. For example:

- leadership skills may be exercised or perceived differently by women
- delegation is a notoriously difficult task between male and female colleagues whether the female is superior or subordinate
- understanding the way organisations operate may lead to a review of presentation and communication skills.

The skills of advocacy, lobbying and networking may need to play a larger role in the curriculum for a women's management course than in a course for a mixed group.

19 Many women cannot escape the double burden of managing the home and all its complex responsibilities as well as coping with a full-time job. Their dual role inevitably gives them an instinctive sense of management: they have to manage in order to survive. However, they sometimes carry over into their professional role, expectations which others have of them in their domestic role, and vice-versa. In developing new management skills, they may be running counter to the cultural norms expected of them and may thus need particular support in this process.

20 Training in management can contribute to the individual effectiveness of women but they may return to an administration which is indifferent or even hostile, exhibiting many of the negative characteristics of bureaucracy. Their ideas may not be welcome and male colleagues may not give support. In some sense, therefore, women may have to be prepared to challenge not only traditional cultural norms but also what have come to be traditional administrative norms.

21 The continuing under-representation of women in senior positions and the slow progress of women towards the achievement of senior status merit continued attention to the future careers of women.

Characteristics of universities as organisations

22 Universities as organisations have particular characteristics which need to be taken into account in their management. Those characteristics which relate specifically to power and the way it is exercised are of interest to women in their attempt to acquire power and use it in what is usually seen to be a more open fashion than their male counterparts. The complexity of university organisation, and consequently its management, may be summarised as follows:

i Universities enjoy (if that is the right word) complex systems of governance and decision-making procedures in which the role of interlocking committees is paramount.

ii University structures are complex, reflecting the diverse range of activities, some interacting, some isolated, which come under the aegis of the university: the same individual can play different roles in various structural arrangements within the same university, and appear at different points in different hierarchies.

iii Increasingly, there are diverse sources of funding, requiring increased financial management skills and increased entrepreneurial skills as university departments compete with each other for government funding and for funds from aid agencies, industry, and private investors, all with different priorities and agendas. Universities also compete with big business for research money as some industries now have research budgets which outstrip university resources.

iv Universities also have to satisfy diverse clienteles with an assorted range of offerings to suit different age groups and varying career aspirations. Different kinds of students are increasingly sophisticated in their demands for an imaginative approach to teaching and learning.

v This diversity of clienteles and funding arrangements reflects a complex and sometimes confusing pattern of accountability and a consequent diffuseness of delegation. Research staff, for example, are accountable to their professor, to their immediate colleagues and students, to the funding agency which has provided support, and to their peers in the international research community. Ideally these accountabilities should be consonant with each other, or conflicts of interest may arise.

vi Within any organisation as complex as a university, there will inevitably be different cultures reflecting the nature of the various activities and the values of those people traditionally associated with them. Thus a research team is likely to operate differently from a faculty registrar's department. For the former, ideas may be paramount and deadlines of secondary importance; for the latter the reverse may be true.

vii Tensions are likely to develop as people encounter a variety of expectations and aspirations through crossing departmental and hierarchical boundaries in the course of fulfilling their various roles. These roles are often associated with committee functions where an individual will be expected to represent various interests rather than, or as well as, a personal agenda.

viii The average academic is unlikely to make a fortune while working in a university, and the competition for other rewards such as status, access to research funding, and resources such as rooms or equipment or administrative support may be very keen. The exercise of influence – overt or covert – and the power of patronage – through individuals or through

committees – to allocate scarce and valued resources, make the political process within universities a very important one. It is a process to which women have limited access because of their under-representation at senior levels and on key committees.

ix Universities have always been concerned with questions of value and are likely to find themselves increasingly involved in moral debate. The scientific and technological advances of the last generation have thrown into relief significant issues which will have to be faced within the next decade. For example:
- What will be done about environmental and industrial pollution?
- What are the implications of genetic engineering for human development?
- What are the governance issues raised by the establishment of new economic and political regimes?
- What will be the educational and health priorities when resources are finite or diminishing?
- What are the human rights to be advertised and protected?
- What is the role of women in furthering and opening up these questions in a significant way?

23 The characteristics outlined above highlight the political complexity of universities as organisations, the absence of women from many key arenas and their unheard voices.

Future possibilities for a women's programme in management

24 This section sketches some preliminary ideas for discussion relating to the future of the Women's Programme:

i An extension of the workshop programme where the workshop is seen as the initial stage for development within a region and the main funding is concentrated, with the agreement of vice-chancellors, on the implementation of co-ordinated gender-sensitive staff development policies in response to the strategic planning priorities of specific universities.

ii Regional workshops for women who hold specific kinds of university posts such as deans, bursars, etc.

iii Seminars for small groups of vice-chancellors to identify key issues for universities in their immediate region, and to identify the extent to which proposed strategies are gender-sensitive.

iv Identification of research programmes which can directly feed into training programmes. For example:
- the relationship between gender/mismatch/organisational culture
- the conflict/resolution of women's social and administrative roles
- analysis of strategies used most successfully by women in bringing about change
- analysis of barriers encountered by women and strategies to overcome them
- the characteristics of gender-sensitive policies and assessment of the impact of such policies.

v The development of gender-sensitive training materials.

vi Follow-up workshops and seminars for women and men.

25 The time is ripe for some adventurous thinking, especially when funding agencies are favourably disposed to women and gender issues. As one EC official said last year, 'It takes as long to read a proposal for £500,000 as it does to read one for £50,000. You're less likely to come back again so soon if we give you the higher amount, so you might as well put in a large bid to begin with.' The need for good programmes to support women is also timely. One senior academic, male of course, in a country I will not name, recently said, 'Unfortunately, our most brilliant students are women.' There is still a great deal to do.

Women Managers in Higher Education: Training Requirements and Priority Areas for Action

Elizabeth Dines

Introduction

1 At its meeting in London in November 1992, the Steering Committee reaffirmed its concern that women were an under-utilised resource at all levels of management in higher education. It is my perception that the situation has improved very little in the last twelve months and that the concerns expressed at that meeting still remain to be addressed. This opinion is supported by the ComSec–UNESCO collection of essays, written by women vice-chancellors and other senior women administrators, which I have recently edited. It is disheartening to note that even in universities in Europe and North America, which have a long tradition of affirmative action, women still face systematic discrimination and are not equally represented in management positions. I see it as imperative that the Steering Committee continues to give impetus and direction to a special programme to support the development of women in higher education management.

Purpose and objectives of the Steering Committee

2 I see the Steering Committee as an important intermediate level body between the professional officers of the Commonwealth Secretariat and the ACU and the CHESS Planning Committee. As an expert group it should:

- monitor the progress of women in higher education management
- assess the need for and make recommendations concerning specific activities to be undertaken under the programme
- constitute a focal point for approaches to donor agencies
- evaluate the activities undertaken.

Regional assessments of training requirements

3 The continuing under-representation of women in higher education management in all countries suggests that there is no region where further training is not needed. Assessment of regional needs must be undertaken by women managers in the regions and there will clearly be different priorities according to their perception of what the major barriers to advancement are. However, it is also likely that there will be a great degree of commonality across regions. It would be helpful if different regions took a systematic approach to assessment of needs. For example, some agreement on the range of statistics that might be collected to monitor the progress of women in higher education

management should be useful. The ComSec–UNESCO study presented data in an idiosyncratic way thus making it impossible to aggregate across countries.

4 Given the caveat that regions and individual universities should be the primary source of advice on what their priorities are, it may be worth noting the general concerns which emerged from the ComSec–UNESCO study.

Limited access to schooling

5 In many developing countries, limited access to schooling constrains entry to higher education and thereby limits the pool of academic and professional women from which higher education managers can be drawn. This suggests that in those regions, development programmes should extend beyond the walls of tertiary institutions to involve local communities in outreach and access programmes. There are models in India, Africa and the Caribbean.

Dual responsibilities

6 Dual responsibilities constitute a barrier for women in all countries. At the organisational level, few countries have in place an infrastructure which accommodates the multiple roles which many women carry as wife and mother as well as academic or professional administrator. Activities which allow for the sharing of best practice in the provision of infra-structure support are recommended.

7 Most women face intransigent problems in reconciling their personal and professional roles. Socio-cultural attitudes and stereotypes not only inform institutional policies but are frequently internalised by individual women as well as men. These matters are best addressed in special training programmes for women. The affective issues of perceptions of role and identity should be dealt with as well as the practical issues of developing policies and practices which promote gender equity.

Career disruption

8 This is a consequence of the multiple roles and cultural expectations of women. Activities which ameliorate career disruption for women would be useful. These might include:

- formal components on career planning in workshops or seminars
- the establishment of formal mentor schemes
- a focus on barriers to postgraduate study and research for academic women.

Global networking

9 An international database would facilitate global networks.

10 Criteria for selecting activities should include:

- the potential for involving women managers at all levels of the institution
- the degree to which the activity will contribute to institutional strengthening
- the scope which the activity offers for involving university women in

outreach activities which will contribute to the development of women in the community.

Priority areas for action within the context of a pan-Commonwealth programme

11 It is my view that the benefits of a Commonwealth programme will be in:

i Providing a framework within which best practice can be shared.
ii Supporting local training activities through dissemination of information on similar activities conducted elsewhere.
iii Convening regional workshops in collaboration with regional organisations. Generally these would be targeted at women in middle or senior level management.
iv Providing, on a regular basis, high level training programmes for women at the most senior levels of management comparable with programmes organised in the United States, for example, the HERS Mid America Summer Institute for Women in Higher Education Administration and the activities of the American Association of University Women.
v Co-ordinating the development of resource materials.
vi Co-ordinating (or conducting) research activities such as an analysis of the impact of equal opportunity employment legislation.
vii Conducting trainer workshops.
viii Evaluating programme activities.

Prospects for collaborative projects

12 I believe that the joint ComSec–UNESCO publication on women in higher education is an example of how a project can be enriched by the inclusion of non-Commonwealth countries. Collaborative projects would make it easier to support regional activities involving Commonwealth and non-Commonwealth countries. I also see value in collaborating with other agencies on programmes which are aimed at empowering women to be agents for change within their own communities. I suspect that many more would be supportive of activities to promote women in higher education management if they could see some tangible link between this objective and improvement in the status of women more generally. I do not think it difficult to establish such links, given that women in academia are well-placed to spearhead development activities.

Mechanisms for fund-raising

13 Below is a list of agencies involved in funding the 1991 Global Meeting on Women in the Environment. This is given as an example of the potential of women's programmes to draw support from a very wide range of donors. In particular, I note the readiness of the large food processing agencies to support development programmes which are likely to raise standards of living, thus promoting consumerism and generating new markets for them. Surely programmes which enhance the career prospects of professional women would be attractive to them!

14 Sponsors of the Global Assembly of Women and the Environment:

Governments

- Canada (Canadian International Development Agency)
- Denmark (Danish International Development Agency)
- Finland (Ministry of Environment)
- Germany (Federal Ministry for Economic Co-operation)
- Netherlands (Ministry of Development Co-operation)
- Norway (Ministry of Foreign Affairs)
- Sweden (Swedish International Development Agency)
- Switzerland
- United Kingdom (Overseas Development Administration)
- United States (Department of State, Agency for International Development and Environmental Protection Agency)

UN Agencies

- International Research and Training Institute for the Advancement of Women (INSTRAW)
- United Nations Centre for Human Settlements (UNCHS)
- United Nations Development Programme (UNDP)
- United Nations Environment Programme (UNEP: funded all preparatory and administrative support costs)
- United Nations Children's Fund (UNICEF)
- United Nations Development Fund for Women (UNIFEM)
- United Nations Sudano-Sahelian Office (UNSO)
- The World Bank

Private Sector

- America's Clean Water Foundation
- Asea Brown Boveri, Inc.
- Cargill Fertiliser, Inc.
- CIBA GEIGY Corporation
- EI Dupont Nemours and Company
- Esprit
- Humane Society of the US
- Institute of Scrap Recycling Industries
- Jay Harris
- Kmart Corporation
- Metro Audio Visual, Inc.
- Miami Herald
- National Geographic Society
- Orient Express, Inc.
- Southwest Florida Water Management District
- The Procter & Gamble Company
- Waste Management, Inc.
- World Resources Institute

Sponsors of Special Events

- Ben and Jerry's Ice Cream
- Coalition of Hispanic-American Women
- Coca Cola Company
- Donovan, Leisure, Rogovin, Huge & Schiller
- Florida Department of Citrus
- Good Housekeeping Magazine
- Greater Miami Host Committee
- Hirni's Wayside Garden
- James A. Brunton, Inc.
- Kajima International
- Marcs, Inc.
- Marriot Hotel
- NIMBA
- Unicorn Village
- Vizcaya Museum and Gardens
- Westinghouse

Women Managers in Higher Education: A Perspective from Pakistan

Iftikhar N Hassan

Introduction

1 The situation of women in Pakistan is not a very happy one as far as top executive jobs in co-educational institutions of higher learning are concerned. There are twenty-one universities in the country but to date only one woman reached the position of vice-chancellor and that was during the 1970s. However, quite a few women are chairpersons of departments, deans of faculties, or directors of centres of excellence; and the heads of all girls' colleges are women.

2 There are many reasons for this retardation of movement into high level jobs. When training needs were discussed with two groups of women administrators at Islamabad and Lahore, the following observations were made:

i Women have to face a great deal of resistance to reach higher administrative posts as the members of selection boards and promotion committees are invariably men who believe that women work only as a hobby and that a career is not important for them.

ii There are sex-segregated educational institutions at all levels, where administrative posts are occupied by women since men are not eligible for appointment. The men feel that women administrators can be appointed in women's institutions only.

iii Pakistan being in the process of rapid social change, women in leading positions become targets of the social backlash and face resistance and discrimination from male colleagues.

Purpose and objectives of the Steering Committee Meeting

3 Most of the member countries in the Commonwealth face similar problems in mainstreaming women. The objectives of the Commonwealth should be to offer assistance in some strategic areas where women managers can improve their skill and knowledge base to achieve confidence and equitable treatment.

Training needs

Gender associated development

4 The women administrators were interested in learning more about gender associated development (GAD) as most of them were not aware of the issues and strategies to improve the situation of women in their institutions. They identified their need for:

- awareness of the mechanism(s) of discrimination
- assertiveness training
- stress management
- networking.

Administrative area

5 The women also expressed the need to get training in the administrative skills listed below as no such training is available to women at present:

- financial rules
- budgeting
- personnel management
- public relations.

6 Both GAD and administrative skills training seem to be urgent. However, if it is necessary to make a choice, the GAD training should be given preference.

Who needs training

7 Three groups have been identified:

- women in managerial jobs in educational institutions
- women at middle level who are likely to be promoted in the near future
- postgraduate students (for GAD training only).

Training agencies

8 There are some NGOs and IGOs in Pakistan which are concentrating on women at grass roots level. However, they do not have the expertise to train women at higher education level.

9 The staff training colleges and the National Institute of Higher Education of University Grants Commission have the capacity to run such courses provided their staff are trained in GAD issues first. The University Grants Commission did run a course for women administrators with the help of Allama Iqbal Open University in March 1991 with financial support from UNESCO Asia-Pacific region, Bangkok.

10 There is a consortium of six IGOs in Pakistan which are interested in women's issues. These are CIDA, DANAIDA, NORAD, ODA, UNDP and UNIFEM. These agencies can be approached to look at the financial needs of Commonwealth countries.

Women Managers in Higher Education: Purpose and Objectives of the ACU–CHESS Women's Programme Steering Committee

Oluremi Oyewole

Introduction

1 I am basing my comments on the assumption that the Steering Committee is to be a co-ordinating body for the activities of the ACU–CHESS Women's Programme in all participating Commonwealth universities and not limited to the universities in West Africa region.

2 Needs assessment surveys were conducted in some universities in each region prior to the workshops being held in the regions. The reports and findings of the surveys were very useful in determining the content and orientation of the various workshops.

3 More importantly, the surveys brought to our focus the specific social, cultural, political and economic factors impinging upon educational development at all levels – primary, secondary and tertiary – in each sub-region. The broad-based needs assessment helped us to:

i Identify the problems, within the socio-political context, which hinder the overall management of higher education in general and the universities in particular.
ii Understand the nature of the university system and its implication for management, especially for the management of change in a dynamic society.
iii Identify the relevant topics for discussion at the workshops in order to foster the acquisition of management skills as well as to enhance the personal development of women managers thus enabling them to respond positively and cope with the challenges facing the management of modern universities, and their multi-faceted roles as women in a contemporary society.

4 From the reports at my disposal, five workshops were held. These were in India (two), the Caribbean, Eastern/Southern Africa, and West Africa regions. The reports of these workshops should be presented and discussed at the Steering Committee Meeting.

5 The reports will guide the Committee in assessing:

- what has been done
- where we are now
- where we are going.

What has been done at regional level

6 It should be possible to ascertain the following from the reports:

i The stage of development of universities in each region.
ii The peculiar problems and prospects in the management of the universities.
iii The level of development of women in general in the region.
iv The readiness of each university authority and the national government to support gender-related issues.
v The existing organisational, structural, financial and human facilities and infrastructures at university and governmental levels which will hinder or facilitate women's development programmes.
vi How effective the workshops have been in awakening women's interest in issues related to their professional and personal development, and how far the workshops have fulfilled their expectations.

What has been done at international level

7 The Steering Committee should be able to review the activities of ACU–Commonwealth universities.

i Achievement/Time dimension: were the sponsors able to achieve previously stated objectives on schedule?
ii Organisational dimension: did the location of the workshops facilitate the achievement of the objectives? What about the timing and duration?
iii Human resource dimension: were the administrative and resource persons effective?
iv Financial dimension: were funds adequate and properly utilised?
v Programmes dimension: were the programmes that have been executed so far effective in meeting the objectives?

Where we are now

8 I believe the meeting of the Steering Committee is part of the answer here. Furthermore, the committee should be able to look at the reports from the sponsors on the on-going administrative activities after the various regional workshops.

Where we are going

9 The Committee should be able to develop both short-term and long-term programmes for the implementation of the objectives of the ACU–Commonwealth Secretariat Women's Programme. The duration of 'short-term' and 'long-term' should be specified.

10 The experience of the workshops should assist the Committee in a quick gap analysis of our performance. Are the objectives already set realistic? If not realistic, then a redefinition of the objectives of the programme may be the task before the Committee. If realistic, what future activities will ensure the consolidation of achieved objectives and facilitate the implementation of outstanding objectives?

11 At this juncture, it may be necessary to let all members of the Committee have (if they do not already have) copies of the overall objectives of CHESS.

Proposed objectives

12 The ultimate aim of CHESS is to develop and sustain a high quality human resource development programme for the management of universities. CHESS aims to provide support, and to strengthen management infrastructures and training programmes and the development of materials. Under its staff development project, CHESS aims at training in management for women academics and administrators. The ACU–Commonwealth Secretariat, being a joint implementation body for CHESS, will therefore develop a programme of actions to achieve CHESS objectives.

13 Within this framework, the Steering Committee on the ACU–Commonwealth Secretariat Women's Programme should address the following objectives:

i Identify the 'clients' of the Women's Programme. These could be direct, remote or indirect clients, viz.:
- women administrators and academics in university management
- female students in secondary and tertiary institutions who will take up appointments in the universities in future
- indirectly, male colleagues in the university on whom the benefits of the women's programme will rub off, and who may require re-education to accept women as colleagues and facilitate a conducive atmosphere for women to succeed.

ii Identify the means for reaching the clients on either a short-term or long-term basis:
- support to introduce women's or gender-related issues into the curriculum of secondary and tertiary institutions
- establish scholarships to motivate women to study subjects such as science, technology-based subjects, mathematics, management
- occasionally sponsor activities which promote the image of women especially in the university community.

iii Identify the specific personal and professional needs of women in each region for the implementation of the overall objectives of the CHESS programme. The workshop reports should provide the necessary information.

iv Develop the regional secretariats as regional co-ordinating centres:
- regional committees
- location of secretariats
- funding of secretariats
- staffing of secretariats (if necessary)
- activities of secretariats: documentation, publicity, research, regional seminars, local training programmes, etc.

v Identify long-term projects such as:
- how to develop a core of women researchers and develop curricula in management studies incorporating gender issues
- how to provide support, either at regional or international level, for the development of a viable association of professional women in university management
- how to encourage university women managers to develop professionalism in the management of higher education, as a field of study and as a career; funds for research to build up a body of expertise and knowledge in this area.

vi Provide guidelines on training at country, regional and international levels. As much as possible, training programmes at regional level should actively involve citizens as participants, resource persons or consultants.

vii Provide support for the pooling of women resource persons at international level to encourage cross-fertilisation of knowledge and experience.

viii Sponsor or encourage studies into the structure and processes of university management and propose amendments to any clauses in university acts which may hinder the full integration of women into a university's top management level.

ix Develop regular communication channels with the authorities of universities, to encourage them to provide facilities that will reduce the burden of the multiple roles of women and enable them to attain the highest level in their academic and administrative careers.

x Provide support for the development of inter-university linkages to encourage:
- study-visit programmes
- work attachment programmes
- secondment of administrative staff from one university to another
- exchange of research documents and findings
- collaborative research to develop knowledge in the management of universities.

xi Assist universities to purchase books and journals and develop databases for management in universities; for example, subscription to current journals on the management of higher education institutions.

xii Develop project budgets and financial guidelines for the acquisition and distribution of funds for both short-term and long-term projects.

xiii In general, promote regular consultation, assessment and evaluation of the progress of the implementation of the ACU–Commonwealth Secretariat programmes, through the following:
- meetings of the Steering Committee (frequency to be determined)
- dissemination of relevant literature and newsletter through the regional co-ordinating centres to the universities.

Regional assessments of training requirements and criteria

14 In identifying the training needs for each region, the following comments may provide useful guidelines for the Steering Committee:

i Analyse the specific regional factors which contribute to the high attrition rate of good quality administrative and academic staff – with special reference to women – in the universities and which hinder the professional advancement of women.

ii Within the universities, heavy teaching or administrative loads due to inadequate staffing, declining quality of teaching and administrative infrastructures, and increasing student population, leave staff with little or no time in formal office hours for training and self-development activities. Identify induction, on-the-job and short-term programmes for upgrading of professional skills.

iii There is a need for greater efficiency in the utilisation of the available human, physical and material resources of the universities. Seminars and workshops, etc. focusing on specialised management techniques are

important. More programmes, with emphasis on gender-related issues where relevant, should be encouraged on topics such as:

- financial management
- space utilisation
- academic programme planning and resource allocation
- job evaluation and staff appraisal
- management of change
- total quality management
- management of information, etc.

iv Focus on activities to foster inter-university co-operation in the staff development process, especially among university administrators who, in most cases, work in isolation within their universities.

v Discussions at the workshops revealed that most women in university administration have not been exposed to professional training in management. There are more men in universities than women; there is a slower rate of career mobility for the few women and a lack of professional and social networks to back up women's advancement efforts. These findings emphasise the need for the re-definition of formal working hours for women, and training of women in outreach activities, communication skills, and networking (formal and informal at regional and international levels).

vi In general, when arriving at specific plans for action, the Steering Committee should identify the various types of training and link type with need: induction and on-the-job training for retraining for new management skills. Also, the Steering Committee should link up the type and duration of training with the posts occupied in the managerial hierarchy of the universities.

Priority areas for action within a pan-Commonwealth programme

15 To facilitate the attainment of the objectives of the Women's Programme, the following priority areas may be considered:

i Establishing viable regional co-ordinating centres.

ii Stimulating the support of university authorities and government administrative bodies, which supervise the university system in some countries, for the Women's Programme.

iii Developing and sustaining regional and international networking among university women.

iv Soliciting the support of national government and international non-governmental organisations for the Women's Programme.

v Developing learning and communication materials.

vi Identifying and phasing a programme of activities.

Prospects for collaborative projects

16 It is most appropriate to link up with organisations already active in the field of women and higher education. This will facilitate communication, encourage joint actions towards similar objectives and avoid overlapping of efforts. The prospects are very high provided collaboration efforts are formally established.

17 Such organisations may be encouraged to join ACU–CHESS through:

i The provision of funds for university women to attend local and international training programmes.
ii Fellowships, scholarships and awards.
iii The establishment of inter-institutional linkages to foster exchange visits and collaborative research.
iv Equipment to facilitate administrative processes.
v Support for the development of communication materials, newsletters, directories, publication of research findings, etc.
vi Support for the long-term project of developing management of higher education into a field of study and a profession (similar to Business Administration).

18 Some of the international organisations and societies who already have varying degrees of interest in programmes related to women's development, rights and/or higher education are:

- Ford Foundation, 320 East 43 Street, New York 10017
- Rockefeller Foundation
- Carnegie Corporation, 437 Madison Avenue, New York 10022
- Smithsonian Institution Fellowships (for grants, internships, appointments of visiting scholars and students), Suite 7300 L'Enfant Plaza, Smithsonian Institution, Washington DC 20560
- UNESCO–UNITWIN
- EEC
- CIDA
- Nuffield Foundation
- Commonwealth Institute, Kensington, London
- Women In Law and Development in Africa (WILDAF), c/o WLD/WILDAF, 5 Lambton Court, 186 Beunes Avenue, Harare, Zimbabwe
- African Association for Women Researchers on Development (AAWORD), BP 3304, Dakar, Senegal
- International Women's Tribune Centre (IWTC), 777 United Nations Plaza, New York 10017
- Society for Research into Higher Education, 344–354 Gray's Inn Road, London WC1X 8BP (to encourage publication of more research findings on 'Women and higher education management')
- International Labour Organisation
- Friedrich Ebert Foundation (recently sponsored, in Nigeria, workshops on 'Women in management' and 'Women and the law')
- United States Information Agency (recently sponsored, in Nigeria, workshops on 'Women in management' and 'Women and the law')
- American Association of University Administrators (AAUA), 2121 Eye Street NW, Washington DC 20052
- Association of African Universities, PO Box 5744, Accra-North, Ghana (may be encouraged to commission studies on 'Women and university management')
- International Meetings of University Administrators–National University of Singapore (may focus on 'Women and management' at one of its international conferences)

- UNECIA Ltd. England (may be encouraged to extend its assistance in the Total Quality Management (TQM) programme to the management of universities in general)
- Other regional and national organisations and societies which participants from the various regions may identify for support for local training programmes (the ACU may compile the lists of such bodies)
- Non-governmental organisations such as Soroptimist International Federation Office, 127 Wellington Road, South Stockport, Cheshire SK1 3TS
- Inner Wheel Club
- Zonta International.

Mechanisms for fund-raising for projected activities up to 1995

19 Having identified the projects at different levels—national, regional and international—the Steering Committee should develop well-articulated proposals for each project, especially at the international level. Regional centres may be required to produce proposals for regional programmes.

20 The proposals will, of course, state clearly the objectives, the duration, the activities, the budget and the expectations from donor agencies.

21 The Steering Committee should identify possible donors for each project proposal. The proposals will be forwarded to such agencies, with regular follow-up from the Secretariat.

22 International communication media should be identified for the necessary publicity of the Women's Programme and the call for its support.

23 If funds are available, the ACU–Commonwealth Secretariat should consider the possibility of focusing on the Women's Programme during any of its important Commonwealth Day activities or set a day for a formal launch. If a launch day is agreed on, a sub-committee should be set up to work out the details.

Women Managers in Higher Education: A Caribbean Perspective

Gwendoline Williams

Introduction

1 It will be recalled that at the June 1991 CHESS Planning Meeting, I reported on the progress that the University of the West Indies Women's Studies Group had made, particularly following the ACU–UNESCO Management Development Workshops for Senior Women University Administrators held in July 1990. The benefits that we have accrued from our development programme over the past decade include:

- a greater understanding of what is involved in the struggle for gender equity in our regional Commonwealth universities
- an improved capability in the areas of career advancement and advocacy for institutional change.

2 We are now at the point where we are seeking to translate this progress into real and measurable gains. In the main, these include:

- an overall increase in the ratio of women to men in both academia and university administration in the University
- a higher representation of women in the top echelons of the University
- the institutionalisation of women's studies as a legitimate and productive area of teaching and scholarship
- effective ties with women's groups involved in addressing the needs of women in the wider society.

3 To this end, this Steering Committee Meeting is very timely for it can help us to further evaluate and refine our strategy for continuing the struggle in the Caribbean region.

Aims and objectives of the Steering Committee

4 From a Caribbean regional stand-point, the Women Managers in Higher Education Programme should pursue the following goals and objectives:

i. Provide a regular forum for each region to share its achievements, setbacks and on-going initiatives for developing women managers within the respective university systems.
ii Engage in strategy development, specifying the kinds of activities that represent best practice in gender-based management development in

respect of human resource development and wider institutional development in universities.

iii Be a clearing house for resource materials and information dissemination across regional and international settings.

iv Use the fact that the ACU and the Commonwealth Secretariat, through formal and informal interfaces with the male-dominated leadership of Commonwealth universities, can be a legitimate channel for making the views of university women heard in a systematic way.

v Initiate and provide support for periodic evaluations of organisational development and training and development programmes regionally or cross-regionally.

vi Facilitate staff exchanges as far as this is possible, and mount an induction training programme for faculty members.

vii Use the official organs of the ACU and Commonwealth Secretariat to make known the achievements of women in the respective universities.

Training requirements for the Caribbean Region

5 Both the University of the West Indies and the University of Guyana have already begun a fully-fledged programme of consciousness raising and general skills development. While this process must continue, especially for junior faculty members, we have reached the point where specific training in the functional areas of university management and administration is greatly needed. Moving in this direction would further boost our confidence to seek and accept positions such as heads of department, registrars, faculty deanships and vice-chancellorships. This kind of training and development must go hand in hand with programmes for strengthening academic competency in research and teaching – the key areas for performance appraisal and career advancement. The specific gender-based training needs are as follows:

i Continuing personal development with an emphasis on career management and general professional development.

ii Knowledge acquisition and skills training in the functional areas of educational management. The main areas should be:
- curriculum development in higher education
- financial management
- human resource management (especially with respect to staff development and equal opportunities policies, performance-based assessment, job analysis and evaluation and compensation management)
- information management
- educational marketing
- project management
- the law and systems of arbitration
- comprehensive auditing.

iii Training competency in the management of change within university systems. The emphasis should be on strategy development, paying equal attention to the content, the context, and most importantly, the process of change. The specific skills would include:
- leadership development
- assertiveness
- counselling
- negotiation

- advocacy
- networking
- mentoring.

Priority areas for action

6 As a follow-up to the successful ACU–Commonwealth Secretariat regional workshops, the priority areas for action should be:

i The provision of support and encouragement for the regional universities that do not already have campus-based women's studies groups, or teaching and research programmes to establish these and run follow-up workshops for staff who were not at the regional workshops.
ii Support for the already-tabled suggestion for a training manual and a training effectiveness model that draw on the best of the content, methodology and evaluation used at the regional workshops.
iii Development of a time schedule for training in the functional areas of university management and administration listed above.
iv Development of 'creative' funding strategies, and identification of a resource team able to implement the planned programme of training and development.
v Conceptualisation of an intra-regional and cross-regional programme of mentoring that complements the training initiatives to be undertaken. This would facilitate the exchange programme suggested earlier.

Collaborative links with voluntary and professional associations

7 In a situation in which funding and other resources would be increasingly difficult to access, functional links with voluntary and professional associations are both very desirable and realistic. Achieving many of our priority objectives may very well depend on the sharing of human and material resources in a way that does not, first and foremost, require budgetary consideration. A clear area of resource mobilisation should be in the interface between the University and NGOs and IGOs where exchange of services can produce a 'win-win' outcome.

8 In the Caribbean, we can solicit input from professional associations such as the Institutes of Management and Accounting, and the Human Resource Management Associations, as we have done since the July 1990 Workshop. This is possible because of the policy of associate membership that our Campus Groups have devised to bring in professionals from outside the University.

9 The University of the West Indies has, in recent years, established an Endowment Fund, and in pursuit of increasing financial support for the University we can make use of the linkages already made, so as to build a network of support for women's studies.